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ABSTRACT

This teaching guide contains the materials required to teach a 6-week course in interpersonal communications that was developed for the workers of a Chicago medical center through a partnership involving the medical center, its employees, their union, and Northeastern Illinois University. Based on the student-centered philosophy of teaching, the curriculum includes six 2-hour lessons focused on developing basic speaking and listening skills and learning to distinguish between aggressive, assertive, and passive communication and behavioral styles. Topics, learner objectives, materials, handouts, and lesson plans developed for the course are integrated sequentially in the guide. Structured around a discussion of scenarios commonly leading to communication problems at work, the first lesson is designed to elicit students' expectations of the course, help instructors select a particular emphasis for the remaining lessons, and give students a sense of ownership of the course. The following topics are covered in the remaining five lessons: the communication process, speaking skills, and basic behavioral styles; assertiveness training; active listening skills; rumors in the workplace and self-reflection; and separating facts from opinion and prediction, stereotypes, and dealing with diversity. (MN)

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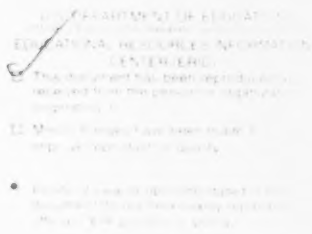
Interpersonal Communications Curriculum

Claretian Medical Center
Chicago, Illinois

March, 1996



Developed by:

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Worker Education Program of Northeastern Illinois University
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Introduction
Interpersonal Communications Class
Claretian Medical Center

The six-week Interpersonal Communications course was developed for the Claretian Medical Center in February and March, 1996. Each of the lesson plans contained in this curriculum was organized as a two-hour module. While this curriculum guide may help inspire teachers or provide a general organizational framework for teaching a basic communications class, it is not meant to be used as a pre-packaged set of materials for use in any setting. It was developed in conjunction with input from the students as a reflection of the learner-centered philosophy of the Worker Education Program and therefore is specific to Claretian workers at a given time.

The major portion of the first class period was spent eliciting expectations from students and discussing with them the scenarios which commonly lead to communication problems at work. (See "Claretian Great Expectations", p. 8 and "Scenarios and Results of Poor Communications at Work", p. 10). These discussions helped the instructor to choose a particular emphasis in class: the ability to distinguish between aggressive, assertive and passive communication and behavioral styles, along with basic speaking and listening skills. It is recommended that instructors routinely use the first class period in this way in order to design the class around the particulars of a given workplace and its workers.

Topics, learner objectives, materials, handouts and lesson plans developed for the Claretian class are integrated sequentially in the curriculum guide. Reference to particular exercises in the "materials" section refer to games and exercises in trainers' reference guides and are meant to facilitate experiential learning in class. The acronyms of these references are as follows:

LU = Listen Up
EG= Encyclopedia of Games Trainers Play

These references are available in the Worker Education Program library at the UNITE building at 333 S. Ashland in Chicago.

Interpersonal Communications Skills

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CLARETIAN MEDICAL CENTER

INTERPERSONAL COMMUNICATION SKILLS

This curriculum is based on a class meeting six times in two hour modules.

Week #1:

TOPIC
- Registration
- Purpose of course
- Identify Course Expectations
- Create sense of class ownership

OBJECTIVES

1. Students provide instructor with information about their expectations for course.
2. Students and instructor become familiar with each other
3. Students begin to visualize the concept of effective communications.

MATERIALS
- Registration materials
- "True Stories" exercise EG, 367
- "Great Expectations" exercise, EG, p. 189
- "Good Listener/Bad Listener" exercise LU, p. 7

Key:

LU= Listen Up
EG=Encyclopedia of Games Trainers Play

CLASS #1: CLARETIAN MEDICAL CENTER

INTERPERSONAL COMMUNICATION SKILLS

1. **Introductions (10 minutes)**

   a) Instructor introduces self
   b) Students (do attendance). When their names are called, say where they work, position, how long they've been there.

2. **Forms (22 minutes)**

   a) Learner Enrollment Forms
   b) Media Release Waiver

3. **"True Stories" exercise (30 minutes:** If going short, save for end or next time)

   a) Rules: Students pick one card, answer question; ask other students to ask follow up questions

4. **"Great Expectations" exercise: small group objective settings (25 minutes)**

   a) Each group of 3 or 4 gets sheet of flip chart paper with marker

   b) They write answers in three boxes, as shown. Questions are:
   "What I hope will happen in this class."
   "What I hope won't happen in this class."
   "Skills and attitudes I would like to learn from this course."

   c) Elect spokesperson from each group; tape on wall; explain

5. **Instructor briefly reviews plan of course (2 minutes)**

6. **"Good Listener/Bad Listener" Group Discussion (15 minutes)**

   a) Instructor makes columns and group gives answers
   b) Can traits from one column sometimes appear in the other column. Discuss why.
   c) These are typed up by instructor and brought back to next class. (See "List of Good and Bad Communication Techniques")

7. **Stories (20 minutes)**

a) Ask students to think of scenarios where there is poor communication in their work settings. Follow this form: What happened; who was involved; Result

b) Instructor writes these on flipchart and each is discussed. Instructor writes them up on handout for next time, along with the kind of skill that needs to be learned relative to that problem. (See "Scenarios and Results of Poor Communication.")

8. Discuss with class a list of rules they can all agree to. (See "The ICC Ten Commandments")

9. Homework: Take mental notes of examples of good communication and bad communication; bring to share to class next time. (2 minutes)

CLARETIAN MEDICAL CENTER

INTERPERSONAL COMMUNICATIONS CLASS

GREAT EXPECTATIONS

February 7, 1996

The following expectations were generated by Claretian workers in the first Interpersonal Communications Class

What we hope will happen:

- Learn to clarify information better for patients' understanding
- Learn to talk to patients without talking down to them
- Learn to communicate with co-workers better
- Gain general knowledge about communication
- Gain skills about communication
- Learn to feel more secure talking in groups or at meetings
- That we will change; we won't leave the same way we came in.
- Understand barriers to communication

What we hope will **not** happen:

- That we waste our time
- That we have homework
- That we are videotaped
- That we will feel humiliated in class

Skills and Attitudes we want to learn:

- Assertiveness
- Self-esteem
- Be more open
- How to work as a team
- How to come across clearly as a speaker
- How to understand what patients want from you

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CLARETIAN MEDICAL CENTER

INTERPERSONAL COMMUNICATIONS CLASS

LIST OF GOOD AND BAD COMMUNICATION TECHNIQUES

The following list of communications techniques was generated by Claretian workers in the Interpersonal Communications Class. As the class continues, we'll be adding other characteristics to the list.

Good Communication Techniques	Bad Communication Techniques
* Simplify a complex message	* Reads; acts impersonal
* Eye Contact	* Not genuine; insincere
* Smiling	* Finishes sentences for others
* Adusts self to level of audience	* Formulates response before speaker is finished
* Uses humor to promote warmth	* Hears but doesn't listen. They're not the same
* Active listening	*_____
* Pays attention	*_____
*_____	*_____
*_____	*_____
*_____	*_____
*_____	*_____
*_____	*_____

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Claretian Medical Center

Interpersonal Communications Class

Scenarios and Results of Poor Communication

The class was asked to share information about situations in which poor communication occurs and what the results are. This is a summary of those scenarios and results. It can be used to help us think about how communication ideas and skills can be relevant to our real everyday lives. The instructor has written down the issues that come out of each scenario. The class will work best if we add to these scenarios, and try to figure out what the issues are, as we have done here.

1. **Scenario:** Assuming or second-guessing what you think the other person is going to say or what the other person knows.

   Result: We often don't say what we want or what we need. We therefore feel very ineffective and lack something that we need.

   Issues: Assertiveness. Owning our own feelings. Knowing what we can control and what we cannot.

2. **Scenario:** A person gets accused wrongly, and an argument takes place. One or both people hold a grudge. Communication becomes very difficult.

   Result: It becomes very difficult to work together.

   Issues: Assertiveness. Trust. Acceptable forms of confrontation.

3. **Scenario:** Somebody does something to make you angry. You don't know how to deal with this in terms of communication skills.

   Result: You stay angry. There is tension in the relationship.

   Issues: How to deal with anger. Owning your own feelings.

4. **Scenario:** A person fears another will pass judgment on her for some shortcoming she believes she has (education, vocabulary, knowledge, language skills,etc.) The person feels she might appear stupid or lacking in some way.

   Result: The person is not relaxed in communicating, or keeps communication to a minimum to avoid a feeling of judgement.

   Issues: Self-esteem. Feeling ineffectual.

Claretian Medical Center

Interpersonal Communications Class

The ICC Ten Commandments

The following rules were generated by the ICC class of Claretian workers. The last four were added by the instructor.

1. Potty breaks are on your own.
2. People may bring their own drinks to class.
3. Be on time!
4. Bring your own pen and paper.
5. After an hour, we will have 10 minutes of active silliness.
6. We'll try not to clump (try to work with new people every class period).
7. We are here to encourage and support one another. What we do here is confidential.
8. If we have problems with the class we will tell the instructor. (She is not a mind-reader).
9. We will try to work as a team in our class.
10. We will agree to take responsibility for our own learning.

//

Week #2

TOPICS Overview of Communications Model
Speaking Skills
Vocal: Loaded Words
Verbal: Tone of Voice
Visual: Non-verbal communication
Three Basic Behavior Styles: Aggressive, Assertive, Non-assertive

OBJECTIVE

1. Students will be able to explain simple model of communications process.
2. Students will be able to analyze the difference between vocal, verbal and visual concepts of spoken communications.
3. Students will be able to filter and listen for loaded words in verbal expression
4. Students will appreciate the importance of tone in verbal communication.
5. Students will comprehend the importance of non-verbal communication.
6. Students will begin to distinguish among three basic behavioral styles

MATERIALS

General Model of the Communications Process, CAW,* p. 14
"Loaded Signs of Bias (revised)" LU, p. 47
"Tone of Voice (modified) EG, p. 363
"Speaking But Not Being Heard" LU, p. 15

12 cards, each of which has a word designating a different attitude. These are "very direct," "very scared," "very angry", "very sarcastic," "very cheerful," "bored," "very worried," "overly demanding," "very impatiently," "flirting," "very affectionate," "in a superior manner."

Behavioral Styles Quiz

*(Alessandra, Tony and Phil Hunsaker, *Communicating at Work* (New York: Fireside, 1993)

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CLASS #2: CLARETIAN MEDICAL CENTER

INTERPERSONAL COMMUNICATION SKILLS

1. **Class attendance (2 minutes)**

As names are called, somebody raise your hand and say one thing you remember about that person from last time.

2. **Review from Class #1 (15 minutes)**

a) Great Expectations (2 minutes)
b) List of Good and Bad Communication Techniques (3 minutes)
c) The ICC Ten Commandments (3 minutes -- Go around the room, reading one)
d) Scenarios and Results of Poor Communication (6 minutes)

3. **Overview of next five sessions: (2 minutes)**

a) Mechanics (speaking well, listening well, giving feedback, clarifying questions, body language)

b) Difficult Situations (How to deal with anger, how to give and receive criticism, how to confront people in a professional manner, how to be assertive)

c) Attitudes (self-esteem, being positive on a bad day, attitude toward others)

4. **Draw communications model on board: (2 minutes)**

Sender	encode message	MESSAGE	decode message	Receiver

a) **Speaking techniques in communication: (1 minute)**

(1) **Vocal: the actual words you use**
(2) **Verbal: tone of voice**
(3) **Non-verbal: body and face language**

5. **Vocal Exercise: Loaded words (10 minutes)**

a) Quickly elicit what we mean by loaded words (hot button words), biased words

b) Read modified passage #2 out loud, ask them just to listen to it, trying to hear any words of bias (unsupported opinion); or hot button words.

c) Read passage #2 again, asking them to write down words of bias or hot button words.

d) DEPROGRAM:

* What are some things that may affect the words you use when you are at work, **without you realizing it?**
* As a listener, what affect do such words have on you?

6. **Verbal Exercise: Tone of Voice (15 minutes)**
(When we communicate, we *want* our listener to read between the lines.)

a) Elicit what is meant: "tone of voice" = music of the message

b) *Emphasis:* Write on Chart: "I never said you stole the money." (emphasis)
Go around the room, asking people to emphasize a different word in the sentence and discuss how the meaning changes..

c) Discuss how emphasizing different words tells your listener what you want him or her to read between the lines. The music is the message. The tone is often *more* important than the actual words.Other examples: "What do *you* want?" versus "What *do* you want?" vs. "What do you *want?"*

d) *Attitude*: Pass out 12 cards, each of which has a different attitude on it. These are: very direct, very scared, very angry, very sarcastic, very cheerful, bored, very worried, overly demanding, very impatiently, flirting, very affectionate, act superior. Ask people to read sentences in whatever tone is assigned to them on the cards.

Statements:

"Come over here please."	(very angry, flirting, very worried)
"Would you sign this form?"	(very bored, very cheerful, very impatiently)
"Go do your homework."	(very affectionate, very direct, overly demanding)
"I got a promotion."	(very sarcastic, superior, very scared)

e) As each is read, ask the class what is communicated.

7. **Non-verbal communication (15 minutes)**

a) Half the class outside; half the class inside.

b) Directions for class outside: You will be paired up with one person inside the room. **Your assignment is to show (without using any words at all) that you are <u>not</u> listening to what your partner is saying.**

c) Directions for class inside: You will be paired up with one person outside the room. **Your assignment is to tell your partner an interesting story. It could be, for example:**
* **a great vacation you had or would like to have or**
* **a story about one of your kids or a relative or**
* **a story about a health problem you have or**
* **an incident at work or**
* **anything at all.**

Whatever you tell your partner, your job is to make your story interesting enough to get them to pay attention.

d) Give them 5 minutes to tell their story and to react.

e) Discuss tactics used; discuss how people felt. Relate to idea that body language and tone account for greatest percentage of communication, and to empathize with how a person feels when not being listened to.

8. **Summarizing what it all means: (15 minutes)**

a)Write these quotes:

"Change occurs when we take responsibility for our own thoughts, decisions and actions." (C. Palladino)

"You wouldn't worry so much about what other people thought if you realize how much they seldom do." (Eleanor Roosevelt)

b) Review (So what?)

*Speaking Skills:
Vocal: Loaded Words
.Verbal: Tone of Voice
. Visual: non-verbal communication

*Use each of these as a **tool.**

*Use them **on purpose.**

*Don't let them carry your message without your permission. **You are in control.**

c) Times when loaded words, tone of voice or non-verbal communication may be carrying a message without our permission:

"I didn't really mean it that way."

(Our states of mind carry our messages. We should try to be aware of our states of mind, so we can control the message we want to send. Elicit the following types of contexts which may affect our message tone or body language)

*when we are angry
*when we are tired
*when we are stressed out
*when we are not aware of ourselves
*when we have a headache
*when we are worried about our kids or family member
*when we are afraid what others will think

9. BREAK- 10 MINUTES OF SILLINESS

Mime exercise:
one person mimes an act, the next person asks what they're doing. They say something they're not doing. The next person has to mime that, then the next person asks what they're doing; they say what they're not doing and the next person has to mime that.

10. Three Basic Behavior Styles: (10 minutes)

(Teacher explains and writes on board)

a) **Non-assertive:** passive and indirect; communicates a message of inferiority.

b) **Aggressive:** active or passive; can be direct or indirect, honest or dishonest. thinks in terms of winners and losers. Keeps others from having a choice.

c) **Assertive:** active, direct, honest, communicates an impression of self-respect and respect for others. Assertive behaviors sees our wants, needs and rights as equal to others. Assertiveness wins by influencing,

listening and negotiating.

11. Behavior Styles Quiz (20 minutes)

a) Pass out quiz to students; give them five minutes.
b) Review each statement; discuss why people wrote what they did.
c) In this class, we'll learn techniques for being more assertive:

We don't give up power, but we don't take it away from others.

VOCAL WORDS EXERCISE

LOADED, BIASED, HOT BUTTON WORDS

Instructor: Read this passage once, instructing students to think about what are the loaded, biased or hot button words. Then read it again, asking them to write down the loaded words.

"I can't believe that my vacation request was turned down by my supervisor! I have been *working so hard* all these years, and I finally want to take a *peaceful, relaxing vacation* with my family. I can't believe she was *so cruel in denying me* the vacation time.

I spoke to her this afternoon about taking some time that has been building up over the last three and a half years. I *assured* her that I was caught up in my work, and that I had gotten a good, *competent person* to fill in for me. You'll never believe how much *lack of concern* my supervisor showed me. Even after I told her about my husband's nervous breakdown and how *desperate* he is to get away. *I deserve* to take time to be with him and get away from all this pressure.

Why must my supervisor *act so horribly* about a *little old* three week vacation?

My boss is making my *poor family* suffer. If my boss is in a better mood next week, I'll *plead* with her to get some time off.

What loaded words do you have?

How do they affect this person's communication style?

What has this person communicated to you? Do you feel like you understand what the problem is about her vacation?

What advice would you have for him about the words he uses?

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Claretian Medical Center
Interpersonal Communications

Week #3

TOPICS Assertiveness
Broken Record Technique

OBJECTIVES

1. Students will understand the uses of power in aggressive, assertive and non-assertive behavior.
2. Students will reflect upon their own behavioral attitudes with respect to the assertiveness scale.
3. Students will practice assertive behaviors.
4. Students will analyze passive and assertive behavior vis a vis the "broken record technique"

MATERIALS

Broken Record Technique handout
Assertiveness Training "Scenarios" handout
Assertiveness Quiz
Observation Sheet handouts

CLASS # 3: CLARETIAN MEDICAL CENTER
INTERPERSONAL COMMUNICATIONS

1. Ask if anybody noticed anything about words, tone, body language or assertive, non-assertive or aggressive behavior over the week.
   (5 minute discussion)

2. Do "Assertiveness Quiz" (5 minutes)

   Discuss each one (10 minutes)

3. Put the word "power" on board. Have two columns (negative, positive)
   Brainstorm what they would put in each column: (10 minutes)

4. Write:

Aggressive:	Takes all power for herself
Non-assertive:	Gives all her power away.
Assertive:	Takes her share of power.

   (5 minutes)

5. Pass out "Assertive Words" handout. Discuss each one.
   (15 minutes)

6. Role play scenarios: Ask for volunteers: Act out different scenarios on sheet.
   Write: Words, Tone of Voice, Body Language on board. Ask people to make notes about each one.

BREAK: "Dracula" with blindfolds

7. Break up into threes: Jessica, Mom and Observer . Handout observer sheet. Give them 5 minutes, then discuss.(5 minutes to observe, 10 minute discussion)

8. Ask them to think of a scenario at work where they are required to be assertive. Each of them will come up in front of class and play the part of the person who is difficult to deal with. Another person will come up and try to deal with it.

   (25 minutes)

9. Hand out "Broken Record" before all are done. Ask next group of volunteers to do "broken record" exercise. (15 minutes)

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ASSERTIVE WORDS EXERCISE

I-STATEMENTS VS. YOU-STATEMENTS

Directions: I-statements show you own your own feelings. You-statements show blame. Generally, when you have to send a difficult message to another person, I-statements work better because they open the possibility of conversation rather than confrontation. Below are several You-statement sentences. Work with a partner to figure out another way to say the sentence beginning with the word "I". Write this revised sentence in the blank.

Example: *You always interrupt my stories.*
I would like to tell my story without interruption.

All you ever do is work. You don't care about being with me.

_____

You drink too much when we go to parties.

_____

You are always late with your case reports and that makes me look really bad.

_____

You have been irresponsible about making follow up calls to the patients.

_____

You make me mad.

_____.

You are being really rude so I can't possibly have a conversation with you now.

_____

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OBSERVER SHEET

Use this sheet to take notes on basic components of communication during the role plays. As you watch the role play, observe one person only. *Record what you see in terms of body language, tone of voice, words used.*

BODY LANGUAGE (eye contact, facial expression, gestures, posture):

TONE OF VOICE (note how the person's tone affects the meaning of the message)

WORDS USED (Do they use hot-button words, biased words, loaded words, you-statements or I-statements?)

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Assertiveness Training
Interpersonal Communications

BROKEN RECORD TECHNIQUE

When Do We Need This Technique?

Often we find ourselves in a situation where we want to be assertive but the person we are talking to is not taking responsibility for his or her behavior. The other person may goad us, attempt to provoke us or guide the conversation off track.

You can probably think of numerous examples when this technique might come in handy. Let's say for example, that your 12 year old daughter, Jessica is going out before she finishes her homework. You want her to finish her homework before she goes out. (This is your agenda). You tell her she must do her homework first, and she manages to gets you off track. In this instance, *you are not employing the broken record technique.* The conversation might go like this:

Mom: Jessica, come back here. I want you to do your homework.

Jessica: No, mom. I can't. All the kids are going over to Maria's to practice for the talent show.

Mom: So what? You still have to do your homework.

Jessica: Mom! You don't understand anything. I'm doing a comedy routine with Tina and Carol. If I don't go, they'll be mad at me.

Mom: Well...

Jessica: The other mothers are letting their kids go. You never let me do anything.

Mom: Yes I do. I let you go to the circus last week when you should have cleaned your room.

Jessica: You don't understand me. (crying) You're mean and you don't get anything.

Mom: Oh, all right then! Go ahead, but one of these days you're going to feel real bad when you bring home bad grades.

Directions: Go over this conversation and discuss where it got off track and what happened to the power relations? Ask if either or both parties were satisfied?

(TURN THIS PAGE OVER TO UNDERSTAND HOW TO USE THE BROKEN RECORD TECHNIQUE.)

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Assertiveness Training
Interpersonal Communications

Broken Record Technique

What is it? How is it used?

Read the scenario on the back of this page.

It is important at times (such as that illustrated on the backside of this page) to remain calm and stick to our guns without escalating the situation. This is where an assertiveness technique called "Broken Record" can come in handy. Using "Broken Record" simply means:

- Sticking to your own "agenda."
- Repeating your sentence over and over again if necessary.
- Avoidance of getting pulled into a conflict.
- Keeping the conversation focused on the real issue.
- Taking responsibility for your feelings and needs.

Using "Broken Record" can keep the conversation from escalating into a confrontation, and can keep you on track. The technique keeps you from being aggressive, but allows you to assertively stick to your agenda. An example of how the conversation might go if you kept the conversation on track with the "Broken Record" technique might be like this: (Compare it to the conversation on the back side of this sheet)

Mom: Come back here Jessica. I want you to do your homework before you go out.

Jessica: No mom, I can't. All the kids are going over to Maria's to practice for the talent show.

Mom: I understand the talent show is important. But I want you to do your homework before you do anything else.

Jessica: Mom, you don't understand anything! I'm doing a comedy routine with Tina and Carol. If I don't go, they'll be mad at me.

Mom: I understand you feel obligated to Tina and Carol, but you're also obligated to do your homework. I'd like you to do your homework now.

Jessica: You never let me do anything!!

Mom: I want you to do your homework. Could you call Tina and Carol and let them know that you'll be over when you finish your homework?

Jessica: Do I have to?

Mom: I'd like you to do your homework. You can make other arrangements with Tina and Carol.

Jessica: Oh, okay

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Assertiveness Training
Interpersonal Communications

SCENARIOS

1. *Grocery Store after Work.*

Your cart is nearly full of groceries. You have been waiting in the check out line for 10 minutes. You are on a tight schedule because you have to pick up your son at the babysitter's and you're already running a little late. A woman about your age cuts in front of you in line and says: "I'm just going to cut in here because there's no express lane open, and besides I only have 10 items, okay?"

2. *Homework situation*

You want your daughter to do her homework. She wants to go over to a friend's house to practice for a talent show.

3. *The Rude Patient*

You are on the phone with a patient who is very rude. He has an appointment at the clinic, and has asked you for directions, but when you start to give directions, he keeps changing the subject. He starts yelling and cussing about how he's been to a doctor at another clinic three times and he's still sick. He says he hopes your clinic is better than the other one.

4. *The Radio-Playing Co-Worker*

You sit near a person who listens to a heavy metal radio station. She has been listening to it for several weeks. You didn't want to say anything before because you didn't want to confront her. Now it's getting so bad, you have a splitting headache.

5.*The Happy Go-Lucky Smoker*

You are in a waiting room in a doctor's office. A man across from you is smoking. There is no window. You feel yourself choking.

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Week #4

TOPIC Broken Record Technique
Active Listening Skills

OBJECTIVES

1. Observe and enact roles in a potential conflict situation, practicing "broken record technique"
2. Become familiar with six basic listening skills
3. Experience the challenge of concentration as a listening skill
4. Experience communication without the benefit of feedback in order to understand importance of "acknowledgement" as a listening skill.

MATERIALS

Assertiveness Training "Scenarios" handout
Broken Record Technique handout
Copy of Tony Alessandra and Phil Hunsaker, *Communicating at Work* (New York: Fireside, 1993)
Listening Quiz LU, p 9
Observation Sheets handout

CLASS #4: CLARETIAN MEDICAL CENTER
INTERPERSONAL COMMUNICATIONS CLASS

1. **Attendance (Pass out cards) 5 minutes**

2. **Review (15 minutes)**

   a) Put Communication Model back up on flip chart (Sender, message, receiver)

   b) Ask if anyone observed any of the "Sender" behaviors we've been talking about (Discuss)

   c) Ask for someone to define "broken record" (discuss)

3. **Practice "Broken Record" (20 minutes)**

   a) Pass out "Broken Record" technique handout

   b) Volunteers to read part 1 and then part 2

   c) Get into groups of three or four

      1-smoker
      2-assertive person
      3-observer (observe assertive person)

      Explain the scenario (see pink sheet from last time or hand it out to those not there)

      Pass out Observation sheets (explain the sheets)
      Do this in 4 minute intervals (total time = 15 minutes)

   d) Discussion of exercise (what you observed; how you felt doing it; why the smoker decided to comply.)

4. **BREAK: ATTENTION SWITCHER**
   "Fruit Salad"

5. **Listening Introduction (15 minutes)**

   a) Listening Quiz: Do as a class; discuss each one.

6. **Overview of the importance of listening (15 minutes)**
(All lecture portions are from Tony Alessandra and Phil Hunsaker, *Communicating At Work* (New York: Fireside, 1993)

a) Loyola Study of businesses: took 1 1/2years, 100's of interviews: What is the most important attribute of a good manager or supervisor:
"Listening"

b) Ineffective listening in the workplace has been blamed for:
.misunderstandings
.mistakes
.jobs that need to be redone
.lost sales and customers
.lower employee productivity
.lower employee morale
.increased turnover
.contributes to divorce rates
.parent child problems

c) Given its importance, why is it so hard for us to listen?

1. Listening is Hard Work
Active listeners (studies show) have:
.increased blood pressure
.higher pulse rate
.more perspiration
(Active listeners are working hard at it)

2. Competition
Radios, t.v., movies, computers: We are "hyper-stimulated"
Living in a world like this, we learn to tune out stimuli (so much audio and visual information, we would become overwhelmed if we tried to take it all in, so we have learned to screen out a lot of information.

3. Rush to Action
We think we know what the person wants to say before they finish. We jump in to interrupt before they have really finished.

4. Speed Difference
Speech speed = 135-175 words per minute (the avg. person)
Thought speed = 400-500 words per minute (the avg. person)
This creates listening gap of about 350 words per minute

What is the average person doing while waiting for the person to finish?

.jumping to conclusions .mentally arguing with the speaker
.daydreaming
.planning a reply

5. Lack of Training

We do more listening than speaking, reading or writing yet
we receive almost no formal training in listening.
Typical employees listening effectiveness = 25%
Untrained listener = 50%; 48 hrs. later = 25%
Real results = Challenger study (1,100 people tried in one way or another to tell others about the O-ring problem)

7. **SIX LISTENING SKILLS: C.A.R.E.S.S. (15 MINUTES)**
from Alessandra and Hunsaker, *Communicating at Work*

C- CONCENTRATE. Focus your attention on the speaker and only on the speaker. That will help you eliminate environmental noise" so you can "receive" the message more clearly.

A- ACKNOWLEDGE. When you acknowledge your speaker, you demonstrate your interest and attention. This encourages the speaker and actually helps the speaker send a clearer message.

R- RESEARCH. Gather information about your speaker, her interests and goals. This will help you understand the message and will help you have a more in-depth conversation. Follow up questions.

E- EMOTIONAL CONTROL Deal with a highly charged messages in a thoughtful manner and wait until the entire message is received before reacting. Even if the message is provocative, you must concentrate on understanding it first.

S- SENSE THE NONVERBAL MESSAGE What is the speaker trying to say with his body language and gestures.

S- STRUCTURE Structure or order the information as you receive it. This is what you should do with the time generated in the listening gap. Try to figure out how to organize the information as it's being said. What is the relevant

information, what is the highest priority of what the person is saying.

8. PRACTICE CONCENTRATION AND ACKNOWLEDGMENT (20 MINUTES)

1. **Concentration:** (5 minutes)

Practice: Close your eyes and focus on every noise you hear (one minute)
What about "inner noise"

Noise: (concrete)cars, t.v.s, p.a., xerox machine, other patients

Inner Noise: what to make for dinner, things you should be doing instead, what to pick up at the grocery store, whether the new babysitter is working out, etc., etc.

Filtering (another kind of inner noise)

memories	expectations	language and vocabulary
biases	knowledge and intelligence	
age	emotional hot buttons	

Which of these things can you control in the clinic situation?

2. **Acknowledge:** (15 minutes)

a) Be in pairs; put chairs back to back. For one minute, one of you talk to the other one about your dream vacation, a story about your child, a story about what happened at work today. The other person will listen passively. After a minute,change roles. How did you feel telling the story? Did you feel like going on to finish telling the story? Why or why not?

Now, go face to face, first one then the other. Name all the ways the other person acknowledged you. Nods, hmms, I see, body language, eye contact, etc.

CLARETIAN MEDICAL CENTER

INTERPERSONAL COMMUNICATIONS CLASS

SIX LISTENING SKILLS

THE C.A.R.E.S.S. MODEL*

C-CONCENTRATE

Focus your attention on the speaker and only on the speaker. This means screening out *"outer" noise* (cars, people, machines) and *"inner" noise (*wandering thoughts, biases against the person, etc.)

A-ACKNOWLEDGE

When you acknowledge your speaker, you demonstrate your interest and attention. This encourages the speaker and actually helps the speaker by helping him or her to open up to you. You can do this by *head nodding*, saying *"yes, I see"* or *"uh-huh"*, etc. It can also be done by learning how to *paraphrase*.

R-RESEARCH

Gather information about your speaker, her interests and what she's trying to accomplish through her conversation. This will help you understand the message and will help you have a more in-depth converstaion. There are several kinds of questions you may ask in order to gather more information about the speaker: These include *close-ended questions* and *open-ended questions*.

E-EMOTIONAL CONTROL

Deal with highly charged verbal and non-verbal messages in a thoughtful manner and wait until the entire message is received before reacting. Even if the message is provocative, you must concentrate on understanding it first. You can learn to do this by *recognizing* you are having a strong reaction and learning to *redirect* your negative energy into something more positive.

S-SENSE THE NONVERBAL MESSAGE

Be attentive to the person's facial expressions and body language since this is a big percentage of the message he or she is sending.

S-STRUCTURE

Try to structure the information the person is giving you as you receive. This is what you should do with the time generated in the listening gap. Try to figure out the relevant information, what it means, what is the most important thing the person is saying.

*(Alessandra, Tony and Phil Hunsaker, *Communicating At Work* (New York: Fireside, 1993)

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Claretian Medical Center
Interpersonal Communications

Week #5

TOPIC Rumors in the workplace
Listening Skills
Self-reflection on video

OBJECTIVES

1. Students will gain appreciation of the "rumor" process
1. Students will experience and observe the concept of acknowledgement as a listening skill.
2. Students will experience and observe the importance of clarifying questions in the communications process.
3. Students will learn to analyze elements of communication as seen on video.

MATERIALS

"It's Just a Rumor" LU, p. 71
"Marooned on a Desert Island", LU, p. 45
Video camera, tripod, vcr
"Artistic feedback" LU, p. 107
Observation sheets handouts
Six Listening Skills: The Caress Model handout (Alessandra and Hunsaker)

CLASS #5: CLARETIAN MEDICAL CENTER
INTERPERSONAL COMMUNICATIONS CLASS

1. **Do "It's Only a Rumor" exercise (5 minutes)**

2. **Review from last time: (5 minutes)**
On flip chart write: C.A.R.E.S.S.
Ask if they can remember what each letter stands for. Write them in.
Concentration: Outer Noise
Inner Noise
What to say next, what to have for dinner
Bias, memory, expectations

Acknowledgment: (3 minutes)
Remind them of exercise they did last time.
Why did it feel weird to talk to someone without getting their feedback?
When we talk we are exposing some part of ourselves; if the other person revelas nothing, we can feel embarrassed to go on. Or if we feel there is no way to tell if the other person is listening, we don't feel comfortable continuing.

What are some ways to acknowledge?

4. Paraphrase: (40 minutes) (Videotaping) Get volunteers who want to be taped

a) Discuss what is meant by paraphrasing:
Restating what they said in your own words, so they know you have understood them.

Good to start with words like:
"So what I heard you say is..."
"So let me see if I understand you. You said that...."
"Okay, so what you are saying is...."

b) Do game: "Marooned on a Desert Island" *(Note: This works best with a group whose members are generally comfortable.public speaking. A less threatening substitute should be used to practice paraphrasing for more reticent groups)*
1: A receptionist with three small children at home.
2: A pregnant woman
3: A nurse with 20 years of experience working with cancer patients.
4. A lawyer who represents poor people.

5. A scientist who is working on a cure for cancer.
6. The inventor of a pollution-free automobile.

Sit in front of the group; each has to paraphrase the other before they can go on. The group has to listen and decide if the person paraphrased correctly.

BREAK TIME : WHAT ARE YOU DOING? (10 MINUTES)

5. RESEARCH (ASKING QUESTIONS) 20 MINUTES

a) Tell a design with back to audience; no questions; hold up designs.
Tell a different design with people being able to ask questions; hold up designs

b) Importance of Questions:
Asking good questions is particularly important in organizations where working together to achieve a common purpose depends upon the members of the organizations understanding each other clearly. Asking questions about how things are done, why they're done, who's responsible for doing them, or when they're due. All these things help a workplace to be more effective.

c) Clarifying Questions:
Questions that help you understand what a person is saying:

(1) Close-ended questions:
Questions which have a "yes" or "no" answer or other simple one word answers.

Examples:
"Okay, so I have you in for a 3:00 appointment. Do I have that information right?" (helps you check the accuracy of what you've done)

"Do you have a few minutes to talk about your bill?" (directs conversation to a desired concern)

"Okay, so do you understand what I've said about your bill so far?" (helps you understand if the person is with you)

Ask class to think of some close-ended questions.

(2) Open-ended questions:

Questions that require longer answers. Use these when you need a lot of

information, or if you want a person to feel more relaxed and open up more.

"How do you think we could run this office more efficiently?" (Opens up a big topic for discussion)

"Tell me about your symptoms." (Allows person to be expansive, as

opposed to: Do you have a sore throat?)

"Can you tell me what you don't understand about your bill?"

"I'm trying to understand your frustration at the clinic. Can you give me an example of what you're talking about."

Ask the class to come up with some open-ended questions.

(3) **Practice:**

a) Passages of patients: Facilitator will read once all the way through; then students will raise their hands to ask questions as we go.

You work at Claretian and you're trying to figure out what to do with me:

Passage #1: I feel really bad. My head hurts and I got laid off yesterday. I need a babysitter really bad. Anyway I think I'm supposed to get a pab smear and maybe a mammogram but I'm not sure.

You work in billing and you're on the phone with this patient.

Passage #2: I was on medicaid but I'm not sure I am anymore because of my job. I don't know why I owe so much money because I only came in a couple of times last year I think. Anyway, you guys are trying to gouge me I know. That's what my husband says anyway. So what do you expect me to do now?

You are told this by your supervisor:

Passage #3: We are going to have a meeting next Wednesday on totally changing the billing system. The new system will probably work better and of course everybody is going to be mad about it. At the meeting people need to give their opinions.

6. **Videotaping (20 minutes)**

Break into pairs; make distance between seats. People who don't want to be videotaped should sit with each other. Or they can be observers. Writing down every time the person uses a listening skill ; or every time the person does something to show they're not listening.

Possible topics:

the hardest thing you ever did
the biggest challenge you ever had at work
the best vacation you ever had
how you met your spouse
the hardest thing about being a parent
what you like best about your job
a memory from high school that you will never forget
a fantasy that you hopes come true before you die
why you are a religious person
why you are not a religious person
the best things about being married
the hardest things about being married

Directions: Pick something up here to talk about. The other person demonstrates all the listening skills we have talked about. **Concentration; Acknowledgement** (nodding, umhm, paraphrasing) and **Research** (ask questions for clarification: close ended and open ended)

Observers: Write these in three columns: Put down everything you see that shows you the person is doing this.

Observers: Don't interrupt the conversation. Just observe and take notes.

Claretian Medical Center
Interpersonal Communications

Week #6

TOPICS

Listening Skills
Separating Fact, Opinion, and Prediction
Body Language
Stereotypes
Review of course
Graduation

OBJECTIVES

1. Students will practice discerning prediction, opinion and fact.
2. Students will develop appreciation for variety of signals created through body language
3. Students will understand process for emotional control
4. Students will reflect on meaning and consequence of stereotypes
5. Students will review ideas, concepts, skills and attitudes of interpersonal communications.

MATERIALS

Body Language Quiz
"Cursed Assumptions" , EG p. 119
Claretian Interpersonal Communications Jeopardy Game
Certificates
Post-Enrollment Forms

CLASS #6: CLARETIAN MEDICAL CENTER

INTERPERSONAL COMMUNICATIONS

1. Look at video

Observe communication techniques
with sound off (body language, facial gestures)
with sound on (words, etc.)

2. C.A.R.E.S.S. Model

Review letters of c.a.r.e.s.s.

a) E-Emotional Control

1. *Recognize:* Monitor increased heartbeat, respiration or facial flush (physical things that typically happen when you're getting upset) When these physical things start happen, we have an almost irresistable tendency to argue, interrupt, be aggressive.

2. *Redirect:* Redirect your negative emotional feelings.
a) Pause (long leisurely breaths or countdown)
b) Common Ground: Try to think about what you have in common with the speaker rather than what is different.
c) Visualize Calm. Imagine yourself calm and relaxed. Think of a time when you were calm and laid back and on top of the world, feeling great. Construct a picture of that in as much detail as you can.

b) S -Sense the Non-Verbal message.
Body Language Quiz. Review and discuss each one.

c) S-Structure what the speaker is saying in your mind.

Learn to separate fact from opinion and prediction.

Read these statements on fact, opinion and prediction:

1. Workers in the reception area are happier than workers in medical records.

2. This year the Claretian Clinic will see more patients than it did last year.

3. Claretian workers from Roseland and South Chicago are attending the Interpersonal Communications class.

4. The Bulls will win the Championship this year.

5. Bob Dole will create more jobs for U.S. citizens when he is elected president

6. Today is the last day of the Interpersonal Communications class.

7. It's better to live on the South side of Chicago than the North side.

3. Put Communications Model back up and review whole thing.

Sender	encodes message	MESSAGE	decodes message	Receiver

Review the complexities involved in encoding and decoding

4. Diversity - Play "Cursed Assumptions"

a) What is a stereotype?

Seeing a person as a "type" rather than as an individual.
Stereotypes: Illiterates=stupid
Arabs=terrorist
Elicit other examples from class

b) Are all stereotypes negative?

No. You could believe there are positive characteristics for that group as a whole.

Doctors: really smart (pos) or really arrogant (neg)
Afro-Americans: great athletes (pos)
Cab Drivers: All drive recklessly. All speak little English (neg)

c) Is there something wrong with me if I see a person as a stereotype?

No. All human beings put people into categories before they get to know them as individuals. It is normal to feel this way. In good communications, we should be *aware* of having these perceptions. It's hard to make them go away forever, so the

best we can do is be aware of them.

d) Isn't it damaging for us to see people as stereotypes?

It can be very damaging. We get incomplete information about certain groups and this gives us a distorted view. We need to *be aware of our lack of knowledge* about groups of people. We need to understand that, for example, what we see on the news about people from a particular group is *only a small slice of information* about that group.

Making assumptions about people according to the group they are in.
Try to see people as unique individuals.

Example: "Oh, there's a black person. They must be on welfare and they probably belong to a gang." (Distorted truth if nightly news is only source of information)
Elicit other examples.

e) Can anybody think of a group:

Say positive and negative stereotypes. Of course, positive stereotypes are something to feel good about. But it still keeps people from seeing each other as individuals, for who they really are.

6. Game of "Claretian Interpersonal Jeopardy" to review entire six weeks of class. Class divides into groups of 3 or 4. Ask each group to assign itself a name. Points awarded for getting terms, concepts correct in game. In the end add up points but emphasize everyone is a winner because all committed themselves to six weeks of class.

7. Graduation with certificates.

7. Evaluations